

Angelina College
School of Arts & Education
History 2312: Western Civilization II
General Syllabus

BASIC COURSE INFORMATION:

- A. **COURSE DESCRIPTION:** Three hours credit. A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.
- B. **INTENDED AUDIENCE:** This course is designed for a diverse student body and is required of all students seeking an Associate of Arts or Science degree or who plan to transfer to a four-year school.

INSTRUCTOR:

Dr. Tom McKinney, Ph.D., MLS
Office Location: SC206A
Office Hours: By appointment
Phone: (936) 633-4522
Email: tmckinney@angelina.edu

INTENDED STUDENT OUTCOMES:

- A. Core Objectives Required for this Course
 - a. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
 - b. **Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
 - c. **Social Responsibility:** to include intercultural competence, knowledge of civil responsibility, and the ability to engage in regional, national, and global communities.
 - d. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making.
- B. Course Learning Outcomes
 - a. Create an argument through the use of historical evidence.
 - b. Analyze and interpret primary and secondary sources.
 - c. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History.

ASSESSMENT MEASURES OF STUDENT LEARNING OUTCOMES:

A. Assessments for the Core Objectives

1. **Critical Thinking:** Students will write weekly essays over topics relating to the development of political, religious, and philosophical thought in Western cultures. Critical thinking will be assessed using a standardized rubric
2. **Communication:** Students will demonstrate written communication skills through weekly essays over the topics covered in class. Students are expected to adhere to the standards of formal academic English. Communication skills will be assessed using a standardized rubric.
3. **Personal Responsibility:** Students will demonstrate an understanding of personal responsibility through developing and following a personal responsibility contract. In addition, students will write an essay that examines the relationship between the United States and the Soviet Union after World War II and the events that caused the situation to develop into a global affair. Personal responsibility will be assessed using a standardized rubric and through multiple-choice questions in the History Core Objectives test.
4. **Social Responsibility:** Students will demonstrate an understanding of social responsibility through an essay that examines the problems that faced European countries following World War I and how the Great Depression impacted national and regional issues. Social responsibility will be assessed using a standardized rubric and through multiple-choice questions in the History Core Objectives test.

Assessments for the Core Objectives Specific to the Course

- A. Students will demonstrate the ability to create an argument through the use of historical evidence by writing weekly analytical discussion posts.
- B. Students will demonstrate the ability to analyze and interpret primary and secondary sources through exams and other classroom assignments.
- C. Students will demonstrate the ability to analyze the effects of historical, social, political, economic, and cultural forces on this period of western history.

COURSE REQUIREMENTS AND POLICIES:

- A. Required Textbooks, Materials, and Equipment – Cole, Joshua and Carol Symes. *Western Civilizations* (4th Brief ed.). New York: W. W. Norton. ISBN:978-0-393-26532-3
- B. Assignments – See Course Calendar.
- C. Course policies– This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.
- D. Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you

may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (Room 200) or email access@angelina.edu. To report any complaints related to accommodations, you should contact Annie Allen, Director of Student Success & Inclusion, in Room 200 of the Student Center. You may also contact Ms. Allen by calling (936) 633-4509 or by emailing aallen@anglina.edu. To report discrimination of any type, contact Steve Hudman, Dean of Student Affairs, at (936) 633-5292 or shudman@angelina.edu.

Additional Policies Established by the Individual Instructor

- A. **Email etiquette** – When sending an email, please include your full name, course number and the days and time of your class *in every email correspondence*.
- B. **CLASS CONDUCT** – This is a college class. As an adult assuming the responsibility of higher education, you should act appropriately. This means treating fellow students and the instructor with respect. In return, you will be treated with respect. Respect means allowing others the opportunity to speak without interruption. It also means allowing the instructor to present material to the class without interruption. Violation of these policies may result in removal from the class.
- C. **ACADEMIC INTEGRITY** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
- D. Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
- E. **DO NOT CHEAT. I have a zero tolerance policy and will fail you in the class if you are caught cheating. Plagiarism in any form will not be tolerated.**

- F. **Exams –See Class Calendar for dates.** All makeup exams must be taken BEFORE THE NEXT EXAM! There are no exceptions to this rule, and you must have a valid excuse for missing the exam to take a makeup exam.

COURSE CONTENT:

- A. Content/Topics – A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 17th century to the modern era. Themes that should be addressed in Western Civilization II include absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism.

EVALUATION AND GRADING:

- A. Grades will be determined by scores on exams (50%), quizzes (20%), and written assignments (30%). The instructor reserves the right to offer extra credit opportunities, but do not ask for extra credit. More than likely extra credit **will not** be offered.
- i. A word of advice: I suggest you do your work in a timely and in an organized fashion. Once you get behind it will be difficult to catch back up to the class. Please do not hesitate to ask for help if you need it. I am more than happy to help you with any questions or issues you may have in this class. Please do not expect sympathy from me if you wait until the final weeks of the semester to get help. Generally speaking, it will be too late by then. Please, please, get help when you need it!
- B. **Determination of the final grade** – Your final grade will be calculated in the following way:
1. 89.1 – 100 = A
 2. 79.1 – 89 = B
 3. 69.1 – 79 = C
 4. 59.1 – 69 = D
 5. 00.0 – 59 = F

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

Course Schedule

Date	Assignment/Event
January 14	First Class Day Read: Chapter 14. Europe in the Atlantic World, 1550–1660 Syllabus Quiz Opens at 8:00AM. Chapter 14 Quiz Opens at 8:00AM. Chapter 14 Written Assignment Opens at 8:00AM. Core Objectives Test Opens at 8:00AM.
January 16	Syllabus Quiz Closes at 5:00PM. Core Objectives Test Closes at 5:00PM.
January 20	Chapter 14 Quiz Closes at 5:00PM. Chapter 14 Written Assignment Closes at 5:00PM.
January 21	Martin Luther King Jr. Holiday Read: Chapter 15. European Monarchies and Absolutism, 1660–1725 Chapter 15 Quiz Opens at 8:00AM. Chapter 15 Written Assignment Opens at 8:00AM.
January 27	Chapter 15 Quiz Closes at 5:00PM. Chapter 15 Written Assignment Closes at 5:00PM.
January 28	Read: Chapter 16. The New Science of the Seventeenth Century Chapter 17. Europe during the Enlightenment Chapter 16 and 17 Quiz Opens at 8:00AM. Chapter 16 and 17 Written Assignment Opens at 8:00AM
January 30	Twelfth Class Day, Official Census Day
February 3	Chapter 16 and 17 Quiz Closes at 5:00PM. Chapter 16 and 17 Written Assignment Closes at 5:00PM.
February 4	Last Day to Withdraw from a Semester-Length Course with a 70% Refund Read: Chapter 18. The French Revolution Chapter 18 Quiz Opens at 8:00AM. Chapter 18 Written Assignment Opens at 8:00AM.
February 10	Chapter 18 Quiz Closes at 5:00PM. Chapter 18 Written Assignment Closes at 5:00PM.
February 11	Last Day to Withdraw from a Semester-Length Course with a 25% Refund Read: Chapter 19. The Industrial Revolution and Nineteenth-Century Society Chapter 19 Quiz Opens at 8:00AM. Chapter 19 Written Assignment Opens at 8:00AM. Unit One Test Opens at 8:00 AM
February 13	Unit One Test Closes at 5:00 PM
February 17	Chapter 19 Quiz Closes at 5:00PM. Chapter 19 Written Assignment Closes at 5:00PM.
February 18	Read: Chapter 20. The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848 Chapter 20 Quiz Opens at 8:00AM. Chapter 20 Written Assignment Opens at 8:00AM.
February 24	Chapter 20 Quiz Closes at 5:00PM. Chapter 20 Written Assignment Closes at 5:00PM.
February 25	Read: Chapter 21. Revolutions and Nation Building, 1848–1871 Chapter 21 Quiz Opens at 8:00AM. Chapter 21 Written Assignment Opens at 8:00AM.
March 3	Chapter 21 Quiz Closes at 5:00PM. Chapter 21 Written Assignment Closes at 5:00PM.

Date	Assignment/Event
March 4	Read: Chapter 22. Imperialism and Colonialism, 1870–1914 Chapter 22 Quiz Opens at 8:00AM. Chapter 22 Written Assignment Opens at 8:00AM.
March 10	Chapter 22 Quiz Closes at 5:00PM. Chapter 22 Written Assignment Closes at 5:00PM.
March 18	Read: Chapter 23. Modern Industry and Mass Politics, 1870–1914 Chapter 23 Quiz Opens at 8:00AM. Chapter 23 Written Assignment Opens at 8:00AM.
March 24	Chapter 23 Quiz Closes at 5:00PM. Chapter 23 Written Assignment Closes at 5:00PM.
March 25	Read: Chapter 24. The First World War Chapter 24 Quiz Opens at 8:00AM. Chapter 24 Written Assignment Opens at 8:00AM.
March 31	Chapter 24 Quiz Closes at 5:00PM. Chapter 24 Written Assignment Closes at 5:00PM.
April 1	Last Day to Withdraw with a Grade of "W" Read: Chapter 25. Turmoil between the Wars Chapter 25 Quiz Opens at 8:00AM. Chapter 25 Written Assignment Opens at 8:00AM. Unit Two Test opens at 8:00 AM.
April 3	Unit Two Test closes at 5:00 PM.
April 7	Chapter 25 Quiz Closes at 5:00PM. Chapter 25 Written Assignment Closes at 5:00PM.
April 8	Read: Chapter 26. The Second World War Chapter 26 Quiz Opens at 8:00AM. Chapter 26 Written Assignment Opens at 8:00AM.
April 14	Chapter 26 Quiz Closes at 5:00PM. Chapter 26 Written Assignment Closes at 5:00PM.
April 15	Read: Chapter 27. The Cold War World: Global Politics, Economic Recovery, and Cultural Change Chapter 27 Quiz Opens at 8:00AM. Chapter 27 Written Assignment Opens at 8:00AM.
April 21	Chapter 27 Quiz Closes at 5:00PM. Chapter 27 Written Assignment Closes at 5:00PM.
April 22	Read: Chapter 28. Red Flags and Velvet Revolutions: The End of the Cold War, 1960s–1990s Chapter 28 Quiz Opens at 8:00AM. Chapter 28 Written Assignment Opens at 8:00AM.
April 28	Chapter 28 Quiz Closes at 5:00PM. Chapter 28 Written Assignment Closes at 5:00PM.
April 29	Read: Chapter 29. A World without Walls: Globalization and the West Chapter 29 Quiz Opens at 8:00AM. Chapter 29 Written Assignment Opens at 8:00AM.
May 2	Chapter 29 Quiz Closes at 5:00PM. Chapter 29 Written Assignment Closes at 5:00PM.
May 3	Unit Three Test Opens at 8:00AM.
May 3-9	Final Exams
May 8	Unit Three Test Closes at 5:00PM.

Learning Objectives and Assignments

HIST 2312: Western Civilization Two

Chapter 14. Europe in the Atlantic World, 1550–1660

Learning Objectives and Assignments

Learning Objectives

- Trace the new linkages between Western civilizations and the Atlantic world, and describe their consequences
- Describe the different forms of unfree labor that developed in European colonies during this period, and explain why each was created.
- Identify the monarchies that dominated Europe and the newer powers whose influence was expanding in the Atlantic.
- Explain the reasons for Europe's religious and political instability and its consequences.
- Understand how artists and intellectuals responded to the crises and uncertainties of this era.

Assignments

- Read Chapter 14
- Take Quiz 14
- Finish Written Assignment 1
- The prompt is: The discovery and settlement of the New World had a profound effect on the rest of the world. Please choose one effect that you believe is the most important, and explain why you feel it is the most important.
- Complete the Personal Responsibility Contract Assignment
- Complete the Introduce Yourself Discussion Post
- Take the Core Objectives Test

Chapter 15. European Monarchies and Absolutism, 1660–1725

Learning Objectives and Assignments

Learning Objectives

- Define absolutism, understand its central principals as a theory of government, and identify the major absolutist rulers in Europe during this period.
- Define mercantilism and its relation to absolutist rule.
- Explain the alternatives to absolutism that emerged, most notably in England and the Dutch Republic.
- Describe how the wars between 1680 and 1713 changed the balance of power in Europe and in the colonial spheres of the Atlantic world.

Assignments

- Read Chapter 15
- Take Quiz 15
- Finish Written Assignment 2

- The prompt is: Why did some absolute monarchs succeed, such as Louis XIV and Peter the Great, and others, like James II, fail?

Chapter 16. The New Science of the Seventeenth Century and Chapter 17. Europe during the Enlightenment

Learning Objectives and Assignments

Learning Objectives

- Define scientific revolution and explain what is meant by science in this historical context.
- Understand the older philosophical traditions that were important for the development of new methods of scientific investigation in the seventeenth century.
- Identify the sciences that made important advances during this period and understand what technological innovations encouraged a new spirit of investigation.
- Explain the differences between the Ptolemaic view of the universe and the new vision of the universe proposed by Nicolaus Copernicus.
- Understand the different definitions of scientific method that emerged from the work of Francis Bacon and Rene Descartes.
- Define the term enlightenment as eighteenth century thinkers used it, and identify the figures most closely associated with this intellectual movement.
- Describe the eighteenth-century consumer revolution in Europe and its relationship to the Enlightenment.
- Explain how the ideas associated with the Enlightenment spread and the consequences of expanded world of public discussion.
- Explore the ways that the Enlightenment was linked to imperial expansion as larger numbers of Europeans became more aware of the globe's diverse cultures and peoples.
- Understand how Enlightenment thought challenged central tenets of eighteenth-century culture and politics.

Assignments

- Read Chapters 16: The New Science of the Seventeenth Century and Chapter 17: Europe during the Enlightenment.
- Take the Chapter 16 and 17 Quiz.
- Finish Written Assignment 3.
 - The prompt is: What was the relationship between the Scientific Revolution and the Enlightenment? Who were the most influential people in the Enlightenment, and which one do you consider to be the most important?

Chapter 18. The French Revolution

Learning Objectives and Assignments

Learning Objectives

- Understand the origins of the French Revolution in 1789.
- Explain the goals of French revolutionaries and the reactions of people elsewhere in Europe and the Atlantic world.

- Describe the steps that made the revolution more radical in 1792-94.
- Analyze the connections between the revolution and Napoleon's regime after 1799 and the effects of Napoleon's conquests on Europe.
- Consider the links between the French Revolution and the Atlantic world, which also saw revolutions in the Americas and in the Caribbean during these decades.

Assignments

- Read Chapter 18. The French Revolution.
- Take the Chapter 18 Quiz.
- Finish Written Assignment 4.
- The prompt is: What caused the French Revolution? Do you agree with the historical interpretation that the French Revolution is a major turning point in history where the “old regime” was destroyed and a new one based on individual rights and representation was put into its place? Why?
- Take Test One.

Chapter 19. The Industrial Revolution and Nineteenth-Century Society

Learning Objectives and Assignments

Learning Objectives

- Understand the circumstances that allowed for industrialization to begin in Great Britain.
- Identify the regions in Europe that industrialized first and the industries located there.
- Describe changes in production and employment that occurred as a result of the mechanization of industry.
- Explain the effects of industrialization social life in Europe, especially in the new urban centers associated with Industrial development.
- Identify the essential characteristics of the new “middle classes” in nineteenth century Europe and their differences from property - owning groups prior to the Industrial Revolution.

Assignments

- Read Chapter 19: The industrial Revolution and Nineteenth Century Society.
- Take the Chapter 19 Quiz.
- Finish Written Assignment 5.
- The prompt is: Why did the Industrial Revolution occur, and why did it happen when it did? What was the most important way that it affected society?

Chapter 20. The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848

Learning Objectives and Assignments

Learning Objectives

- Understand the goals of the Congress of Vienna in 1815 and the challenges to the concert
- Europe in the decades between 1815 and 1848.

- Trace the evolution of the debate about slavery after the French Revolution and understand why an abolition movement developed even if slavery persisted in the United States and Latin America, particularly Cuba.
- Identify the core principles of conservatism, liberalism, and socialism in Europe 1815.
- Define nationalism and understand how conservatives, liberals, republicans, and socialists were forced to grapple with this powerful political idea.
- Explain the ideas contained in the cultural movement known as Romanticism and its relationship to the Enlightenment.

Assignments

- Read Chapter Twenty: The Age of Ideologies: Europe in the Aftermath of Revolution, 1815–1848.
- Take the Chapter 20 Quiz.
- Finish Written Assignment 6.
 - The prompt is: In what ways were intellectual and artistic development related to the political and social forces of the Romantic Period?

Chapter 21. Revolutions and Nation Building, 1848–1871

Learning Objectives and Assignments

Learning Objectives

- Understand the goals of the Congress of Vienna in 1815 and the challenges to the concert
- Europe in the decades between 1815 and 1848.
- Trace the evolution of the debate about slavery after the French Revolution and understand why an abolition movement developed even if slavery persisted in the United States and Latin America, particularly Cuba.
- Identify the core principles of conservatism, liberalism, and socialism in Europe 1815.
- Define nationalism and understand how conservatives, liberals, republicans, and socialists were forced to grapple with this powerful political idea.
- Explain the ideas contained in the cultural movement known as Romanticism and its relationship to the Enlightenment.

Assignments

- Read Chapter Twenty-One: Revolutions and Nation Building, 1848–1871 .
- Take the Chapter 21 Quiz.
- Finish Written Assignment 7.
 - The prompt is: Why did so many revolutions begin between 1848 and 1871?

Chapter 22. Imperialism and Colonialism, 1870–1914

Learning Objectives and Assignments

Learning Objectives

- Define imperialism and locate the major colonies established by European powers in Africa and Asia in the nineteenth century.

- Understand the differences between direct rule, indirect rule and informal imperialism, and provide examples of each type of colony.
- Describe the choices faced by colonized peoples in the face of European power and culture.
- Explain how imperialism shaped the culture of European nations at home.
- Understand the nature of the crisis faced by European imperial powers at the end of the nineteenth century.

Assignments

- Read Chapter Twenty-Two: Imperialism and Colonialism, 1870–1914.
- Take the Chapter 22 Quiz.
- Finish Written Assignment 8.
 - The prompt is: Why did so many nations take to empire-building from 1870 - 1914? What were their most important objectives, if any?

Chapter 23. Modern Industry and Mass Politics, 1870–1914

Learning Objectives and Assignments

Learning Objectives

- Understand what made the second industrial revolution and its consequences different from the first industrial revolution.
- Define mass politics and explain how the expansion of voting rights in European nations led to the development of organized political parties that sought the support of the working classes.
- Understand the arguments both for and against women's suffrage during this period.
- Identify the ways that European liberalism and conservatism evolved with the advent of mass politics and intensifying industrial development
- Explain the contributions of scientists and other cultural figures who came to prominence in the final decades of the nineteenth century, and their views on human nature, modern society, and the natural world.

Assignments

- Read Chapter Twenty-Three: Modern Industry and Mass Politics, 1870–1914.
- Take the Chapter 23 Quiz.
- Finish Written Assignment 9.
 - The prompt is: How did the modernists differ from previous groups of writers and artists?

Chapter 24. The First World War

Learning Objectives and Assignments

Learning Objectives

- Explain the origins of the First World War and the motives of the key figures in the crisis of 1914.
- Understand the impact of new technologies on the battlefield and the ways that they shaped military objectives and strategic thinking during the war.

- Identify the major effects of the War on civilian life.
- Explain the war's effects on territories beyond Europe's borders-in the Middle East, in Africa, and in Asia,
- Understand the origins and goals of the Bolshevik movement in Russia and the circumstances that allowed the Bolsheviks to seize power in 1917.
- Identify the people responsible for the final terms of the Versailles Peace Treaty, and understand their goals and the consequences of the treaty's provisions.

Assignments

- Read Chapter Twenty-Four: The First World War.
- Take the Chapter 24 Quiz.
- Finish Written Assignment 10.
 - The prompt is: What did the belligerents expect at the beginning of World War I, and why did the course of the war turn out to be so different from their expectations? How did World War I affect the belligerents' governmental and political institutions, economic affairs, and social life?
- Take Test Two.

Chapter 25. Turmoil between the Wars

Learning Objectives and Assignments

Learning Objectives

- Understand the origins and goals of the Russian Revolution after 1917, and the consequences of Stalin's revolution, from above in the 1930s.
- Define fascism and explain Mussolini's rise to power in Italy in the 1920s.
- Describe the challenge, faced by the Weimar Republic and other democracies in Britain, France, and the United States after the First World War.
- Explain Hitler's rise to power in Germany in 1933 and the reasons for the broad support the Nazis enjoyed among many Germans.
- Understand the ways that the interwar atmosphere of social and political crisis was reflected in the. World of the arts, literature, and popular culture.

Assignments

- Read Chapter Twenty - Five: Turmoil between the Wars.
- Take the Chapter 25 Quiz.
- Finish Written Assignment 11.
 - The prompt is: What problems did European countries face immediately after World War I, and what impact did the Great Depression have on those problems?

Chapter 26. The Second World War

Learning Objectives and Assignments

Learning Objectives

- Identify the main political and economic causes of the Second World War.

- Explain the reasons for the British and French policy of "appeasement" and the challenges posed by crises in China, Ethiopia, Spain, Austria, and Czechoslovakia.
- Understand the consequences of German conquest and occupation for European nations and their populations, and the challenges facing those who chose to resist.
- Describe how the Holocaust became possible after the German conquest of territory in Eastern Europe during the invasion of the Soviet Union.
- Understand the military operations that led to the defeat of the Nazi regime and its allies in Europe.
- Explain the main areas of conflict in Asia and the Pacific, and the circumstances that led to Japanese surrender in 1945.

Assignments

- Read Chapter Twenty - Six: The Second World War.
- Take the Chapter 26 Quiz.
- Finish Written Assignment 12.
 - The prompt is: What was the relationship between World War I and World War II, and how did the ways in which the wars were fought differ?

Chapter 27. The Cold War World: Global Politics, Economic Recovery, and Cultural Change

Learning Objectives and Assignments

Learning Objectives

- Understand the origins of the Cold War and the extent of United States and Soviet influence over Europe in the postwar period.
- Identify the policies that led to the economic integration of Western Europe in the postwar decades and the reasons for the rapid economic growth that followed.
- Describe the process of decolonization that brought the colonial era in Africa and Asia to an end.
- Explain developments in European postwar culture as intellectuals, writers, and artists reacted to the loss of European influence in the world and the ideological conflicts of the Cold War.

Assignments

- Read Chapter Twenty - Seven: The Cold War World: Global Politics, Economic Recovery, and Cultural Change .
- Take the Chapter 27 Quiz.
- Finish Written Assignment 12.
 - The prompt is: Why were the United States and the Soviet Union suspicious of each other after World War II, and what events between 1945 and 1949 heightened tensions between the two nations? How and why did the Cold War become a global affair after 1949?

Chapter 28. Red Flags and Velvet Revolutions: The End of the Cold War, 1960s–1990s

Learning Objectives and Assignments

Learning Objectives

- Describe postwar changes in employment and consumption, and their effects on daily life and mass culture in Europe.
- Understand the shift in attitudes toward sexuality, reproduction, and conceptions of male and female social roles that took place in the postwar decades, and the consequences of this shift for women in Europe.
- Identify the motives and goals of the social and political movements that climaxed in 1968 in both Western and Eastern Europe.
- Explain the reasons for the economic downturn that began in the 1970s and its consequences for governments and populations in Europe.
- Understand the events that led to the collapse of the Soviet bloc in 1989.
- Explain the reasons for the resurgence of nationalism and violence that followed the conclusion of the Cold War in Europe in the 1990s.

Assignments

- Read Chapter Twenty - Eight: Red Flags and Velvet Revolutions: The End of the Cold War, 1960s–1990s.
- Take the Chapter 28 Quiz.
- Finish Written Assignment 13.
 - The prompt is: How and why did the Cold War end? How has this changed the world, if at all?

Chapter 29. A World without Walls: Globalization and the West

Learning Objectives and Assignments

Learning Objectives

- Define globalization and understand the causes and consequences of increased mobility of people, ideas, and money in the latter decades of the twentieth century,
- Explain the relevance of the colonial past in shaping the political, economics, and societies of independent states in Asia and Africa.
- Understand the evolution of the Arab-Israeli conflict after the Wars of 1967 and 1973 and subsequent failed peace negotiations between Israel and-Palestinians.
- Identify the circumstances that led to the development of political Islam in the Middle East, and the goals of groups that are part of this revolutionary movement.
- Explain the significance of new ideas about universal human rights in the late twentieth century and their relation to globalization and to older traditions of political thought such as liberalism or nationalism.

Assignments

- Read Chapter Twenty - Nine: A World without Walls: Globalization and the West
- Take the Chapter 29 Quiz.
- Finish Written Assignment 14.
 - The prompt is: How has technological change effected globalization?
- Take the Unit Three Test.